A Guide for Text Complexity Analysis

1. **Fill in the title and author information in the upper left side of the placemat.**
2. **Complete the Text Description. (Green Box)**
3. **Identify the Quantitative Measure. (Red Box)**

Use Lexile.com (or the quantitative measure your district uses) to find the quantitative measure of the text. Use the chart below to determine the grade band alignment for the quantitative measure of the text.

**Enter the Lexile Measure and Complexity Band Level on the placemat.**

|  |  |
| --- | --- |
| **Text Complexity Grade Bands and Associated Lexile Ranges** | |
| 190L-530L | 1 |
| 420L-820L | 2-3 |
| 740L-1010L | 4-5 |
| 920L-1190L | 6-8 |
| 1050L-1340L | 9-10 |
| 1180L-1390L | 11-CCR |

**4. Identify the Qualitative Measures. (Yellow Box)**

1. Choose a portion of the text (preferably in the middle) to read and analyze. (In some cases, use two passages.)
2. Annotate the text (using post-it notes). Look for vocabulary and/or other characteristics of the text that might make it difficult to read.

Features to consider:

* + **Levels of meaning** – single is less complex and multiple levels of meaning is more complex (example is a satire).
  + **Structure** – well marked structure is less complex and something like flashbacks are more complex. Think about how the text is **organized**.
  + **Language** – contemporary language is less complex while figurative language is more complex – think about the **vocabulary** the author chose – is it conversational or more academic?
  + **Knowledge demands** – does the author make assumptions about what the reader knows? *Three kinds of knowledge demands to think about* – life experiences, cultural/literary, and content/discipline specific.

1. Use the *Text Complexity: Qualitative Measures Rubric*. Check the descriptors that represent the complexity of the text you’ve just read and annotated.
2. Complete the qualitative measures of the placemat by recording your explanations in the areas provided.
3. **Note Considerations for Reader and Task. (Blue Box)**

Consider the guiding questions provided below to complete the Reader and Task section of the placemat.

1. What aspects of the text will likely pose the most challenge for my students?

* Content or theme concerns or challenges?
* Text structure challenges?
* Language feature challenges?
* Knowledge and experience demands?
* Motivation for and interest in the text?

1. What Common Core State Standards should I focus on when teaching this text? **(Use the Shorthand Document)**

* What are natural areas of focus for this text?
* With what standards do my students need the most practice?

1. Will the complexity of any before, during and after reading tasks or the complexity of any questions asked about the text interfere with the reading experience?
2. What supports do I need to provide so that all of my students (even those who are struggling readers) can access the text?
3. **Complete the Recommended Placement. (Black box)**

Record your recommended text complexity band in the upper left corner beneath title and author. Briefly explain the recommended placement in the black box.

Text Complexity Bands for placement of text:

* K-1
* 2-3
* 4-5
* 6-8
* 9-10
* 11-CCR